

PROJECT ASSISTANCE COMPLETION REPORT

March 1995

I. BACKGROUND DATA

- A. Project Title: Andean Peace Scholarship Program (CLASP I)
- B. Project Number: 518-0067
- C. PACD: Original: September 30, 1990
Amended: September 30, 1994
- D. Implementing Agencies: Development Associates & World Learning Inc. (WLI), formerly called The Experiment in International Living.

II. PROJECT STATUS

A. Financial Summary:

USAID Grant:	US\$6,519,517
Counterparts ¹ :	- 0 -

The Caribbean and Latin American Scholarship Program (CLASP I) was authorized on January 14, 1985, and originally consisted of the Central American Scholarship Program (CAPS) and the LAC Training Initiatives II (LACTI). The CLASP II PP was amended on March 30, 1987 (amendment no. 1) to disaggregate the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarship Program (APSP), which was implemented in Ecuador, Bolivia, Peru and Colombia, as sub-projects under the LAC II authorization, as well as to increase the amount of the CAPS and LAC II authorizations. Amendment number 2, dated May 9, 1988, introduced modified guidance for the Advanced Developing Countries, increased the amount of the LAC II authorization, and amended the original PACD of September 30, 1992 (for all CAPS and LAC II countries) to September 30, 1994. Amendment number 3, signed on

¹. No counterpart contribution was required because the project did not have a bilateral counterpart and because of the project's emphasis on training the disadvantaged.

December 7, 1990, further increased LOP authorizations for CAPS and LAC II to incorporate additional Congressional earmarks, and revised LOP trainee targets for CAPS, PTIIC, APSP and LAC II.

The Ecuadorian component of the Andean Peace Scholarship Program began in early FY88 with a short-term group programmed by PIET and ended on September 30, 1993 with the completion of the local implementation contract with World Learning. The original authorized LOP funding of \$6,313,000 for APSP/Ecuador was amended in FY 90 to US\$6,879,000. US\$6,519,517 were obligated over the life of the project. Total expenditures for the project amounted to US\$6,169,040.

APSP was implemented in the United States by Development Associates, Inc. and its subcontractor, the Institute of International Education (IIE), which was contracted by LAC on September 30, 1987 to provide placement and monitoring services to all four Andean countries. Development Associates received two no-cost extensions beyond the original completion date of September 30, 1991: first to December 31, 1992 to allow the long-term students to complete their academic programs and later to July 30, 1993 to allow project financial staff to file and pay federal taxes on behalf of the participants.

In-country implementation services were provided by the Fulbright Commission from May 1, 1988 through August 30, 1989, and by World Learning (formerly called The Experiment in International Living-EIL) from September 1, 1989 to September 30, 1993. The World Learning contract was originally scheduled to end on September 30, 1991, but received two no-cost extensions--first through December 31, 1992 and later through September 30, 1993--to allow for the provision of additional follow-on activities.

In May 1991, before Development Associates' first no-cost extension was announced, the contractor informed the Mission that estimated unused funds would total approximately US\$50,000 by September 30, 1991. They recommended that the Mission keep those funds in reserve for potential extension requests or other contingencies rather than increase the number of participants to be selected for FY91 short-term programs. In October 1991 they determined that the surplus was closer to \$150,000. When Development Associates' accounts were finally reconciled with Financial Management's--a process which took until mid-1994 to complete--the total of USAID/Ecuador's surplus funds to be deobligated amounted to US\$328,967. The discrepancies between the three figures quoted by Development Associates appear to have been due, in the case of the first increase to \$150,000, to weaknesses in the contractor's budgeting methods, and in the case of the increase to \$328,967, to problems with Financial Management's manner of allocating costs

between the four Andean countries. Financial Management allocated costs on the basis of a formula instead of actual expenditures for each Mission. Unfortunately, the Mission did not become aware of the problem until it was too late, according to the terms of DAI's extension, to train additional participants.

The deobligation of surplus funds by USAID/Washington, initially planned for FY92, was delayed by various factors, including the need to file and pay federal taxes for the participants and reserve funds for state taxes. In FY94 the Mission requested that the surplus funds be returned for microenterprise activities. When the action was not accomplished in FY94, it was left for LAC's FY95 deobligation plan. As of the date of this report, the funds have not been deobligated and, according to LAC, it is unlikely that they will be reobligated for Mission use.

US\$15,813 remain to be deobligated from World Learning's contract. This action is underway.

B. Progress toward Achievement of Progress Purpose:

The goal of CLASP I was to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors. By addressing this dual goal through U.S. training, CLASP was designed to directly counter increasing Soviet, Bloc and Cuban activity throughout the region.

One purpose of CLASP I was to counter the Soviet, Bloc and Cuban training activity by increasing the number of U.S. trained individuals from the socially and economically disadvantaged class of Latin American and Caribbean countries.

A second project purpose was to increase the number of U.S. trained public and private sector individuals (Peace Scholars) at the planning, implementation, technical, managerial and administrative levels. Technical training referred to blue collar as well as professional programs. The strategy for achieving this purpose was to provide U.S. training to individuals who worked or were expected to work in agriculture and rural development, health and nutrition, human resources, energy, population, environment, science and technology, planning, institutional development and, on a limited basis where strongly justified based on the "countering" objectives, in non-traditional training areas for USAID such as the fine arts and humanities.

The CLASP Project Paper specifically prohibited the use of CLASP training to augment or substitute for project-related training. It stressed that scholarship assistance should be provided to groups who normally would not benefit from standard USAID developmental projects.

The original EOPs for APSP (established in PP Amendment No. 2) were 433 total participants trained (minimum 20% long-term and the remaining 80% or less short-term). In FY90 it became evident that the targets had been based on unrealistic cost estimates and that project funding was insufficient to meet the original targets. USAID/Ecuador also detected weaknesses in Development Associates' budgeting methods, which used "ranges" of costs for different program durations (e.g., the average cost for a 16 to 21 month program) instead of average participant month costs. After the Mission brought this weakness to the attention of LAC, the contractor and the other Andean countries, Development Associates' budgeting methods were made more precise by the use of average participant month costs. As a result, participant target numbers were decreased by all four Andean countries when Development Associates received its first no-cost extension. In order to maintain targets at acceptable levels that could still be considered a "critical mass" and would satisfy project stakeholders, it was agreed at the Third Annual Regional Meeting in Quito that the missions would reduce targets as little as possible, by no more than approximately five percent. APSP/Ecuador reduced its targets from 433 to 410. However, the resulting number of long-term scholarships was too high--and available funding too low--for the participating missions to consider offering many degree programs. Since at least 20% of the total scholarships had to be long-term (defined as nine months or more), several of the participating missions offered a substantial number of long-term programs of between 9 and 12 months duration. USAID/Ecuador attempted to improve the quality of its non-degree programs by offering a smaller number of longer duration graduate level programs (approximately 16 months), which would enable the participants to study their subjects in greater depth. However, many participants in 16-month program were frustrated to come so close to obtaining a Master's degree (in effect, taking most of the core courses in their area of specialization but few if any electives) and yet fall short. Fortunately, seven participants selected for 16-month non-degree programs were able to complete their Master's degrees: three with financial assistance from their universities and four with extensions granted by the Mission after learning of the first no-cost extension to DAI's contract. One long-term APSP Master's participant received university funding to complete a Ph.D.

Achievements: The modified EOPS were 410 scholarships, of which 320 were planned to be short-term (average 6 weeks), and 90 long-term (12 to 30 months, average 16 months). Project requirements stipulated that all training must take place in the U.S. or Puerto Rico and include an "Experience America" cultural component designed to expose participants to the U.S., its citizens, values and cultures. Follow-up activities were conducted to increase the impact of the training and were considered an integral part of the program.

Mandated program criteria were as follows: all participants must be leaders or potential leaders; a minimum of 40% of the total participants must be women; a minimum of 70% of the total participants must be socially and/or economically disadvantaged; a minimum of 10% of the total participants must attend programs at Historically Black Colleges and Universities (HBCUs); a minimum of 20% of the total participants should be sent for long-term training (9 months or more). In FY90 the final criterion was changed to 15% minimum, with 20% as a goal.

The APSP/Ecuador project met or exceeded all of the quantitative requirements of the CLASP program and, according to the final evaluation conducted in November 1991, "achieved the project objectives of selecting the intended target groups and providing appropriate, useful training programs".

A total of 413 Ecuadorians received APSP training, including 90 long-term participants and 323 short-term participants (three more than were projected as modified targets). Of these participants, 313 (76%) were disadvantaged and 184 (44%) were women. APSP thus exceeded its goals of training 70% disadvantaged and 40% women. 100% of the participants were leaders or potential leaders. HBCU placements under APSP totaled 59, 14% of all trainees. APSP thus exceeded its goal of 10% HBCU placements. Of the 413 participants, 157 were managed in-country by the Fulbright Commission and 256 by World Learning, Inc. In the United States, 12 scholarships were administered by PIET and the remaining 410 by Development Associates.

All of Ecuador's 21 provinces were represented in APSP selection. Over 35% of all participants came from the province of Pichincha. Other provinces with the highest percentages of participants were Guayas (9%), Azuay (8%), Manabi (8%), and Esmeraldas (7%). The majority of the long-term participants came from the provinces of Pichincha (56%), Guayas (12%), and Azuay (10%).

Numbers of participants per fiscal year and field of training were as follows:

Short-term training:

FY88 12 Journalists
 11 Public Health Administrators
 8 Artisans
 10 Watershed Managers
 13 Women Community Leaders
 54 Total

FY89 29 Drug Prevention Educators
 18 Aquaculturists
 26 Mayors/Municipal Officials
 17 Young Political Leaders
 90 Total

FY90 18 Afro-Ecuadorian Community Leaders
 18 Public Health Administrators
 13 National Park Administrators
 15 Urban Community Leaders
 64 Total

FY91 16 Agricultural Extensionists
 15 Young Political Leaders
 20 Librarians
 22 Women in Agriculture
 18 Auxiliary Nurses
 24 Microentrepreneurs
 115 Total

Long-term training:

FY88 3 Master's in Public Health (MPHs)
 1 MS in Computer Engineering
 6 non-degree programs in Elementary Education
 1 non-degree program in Teaching English as a Second
 Language (TESL)
 1 non-degree program in Psychology
 1 non-degree program in Ecology
 13 Total

FY89 2 MAs in Educational Administration
 1 Master's in Social Work (MSW)
 1 MS in Civil Engineering
 1 MS in Solid State Science
 2 non-degree technical programs in Physical Education/
 Athletic Training
 1 non-degree program in Music
 3 non-degree programs in TESL
 1 non-degree program in Science Education

- 2 non-degree programs in Special Education
- 1 non-degree program in Nutrition
- 1 non-degree program in Agricultural Mechanics (which culminated in an MS in Mechanical Engineering with university sponsorship)
- 1 non-degree program in Economics
- 1 non-degree program in Consumer Education
- 18 Total

FY90

- 1 MS in Food Technology
- 1 MS in Food Engineering
- 1 MS in Agricultural Engineering
- 1 MS in Civil Engineering
- 1 MS in Seismic Engineering
- 2 MSs in Animal Science
- 1 MA in Urban and Regional Planning
- 1 MA in Economic Development
- 1 Master's in Public Health (MPH)
- 1 MA in Educational Administration
- 1 non-degree program in Sanitary Engineering
- 1 non-degree program in Human Nutrition (which culminated in an MS in Human Nutrition with university sponsorship)
- 1 non-degree program in Electrical Engineering
- 1 non-degree program in Animal Science
- 1 non-degree program in Agriculture
- 16 Total

FY91

- 5 MSs in Public Administration
- 8 MAs in Educational Administration
- 8 MAs in Public Administration with an emphasis in Health Administration
- 13 participants in a non-degree program in Agricultural Economics
- 1 non-degree program in Metallurgical Engineering (which culminated in an MS in the same field with a short extension by USAID)
- 1 non-degree program in Solar Energy (which culminated in an MS in the same field with a short extension by USAID)
- 1 non-degree program in Environmental Engineering (which culminated in a MS in the same field with a short extension by USAID)
- 2 non-degree programs in Natural Resource Management (which culminated in MSs in the same field with university sponsorship in one case and a short extension by USAID in the other)
- 1 non-degree program in Agroecology
- 1 non-degree program in Aquaculture

1 non-degree program in Banking and Finance
1 non-degree program in Commercialization and
Marketing
43 Total

Altogether, 48 participants received Master's degrees, 22 participants participated in non-degree graduate study programs, 20 participants were enrolled in undergraduate level non-degree programs, and 323 participants attended short-term technical training programs. Seven participants that departed Ecuador to pursue non-degree programs were able to obtain Master's degrees with university financing or minor extensions from the Mission. Another participant received additional funding from his university to obtain a Ph.D.

Follow-on: The follow-on program was designed to form a network of returned participants, provide further technical training and facilitate the application of training to participants' professional and community activities. To this end, an APSP Alumni Association was created, which initially consisted of seven regional subassociations, 14 technical subassociations (organized by theme), one academic subassociation, and a National Coordinating Committee with representatives from the various associations.

The seven regions were Northern Sierra, Central Sierra, Southern Sierra, Oriente, Coast, Esmeraldas, and Pichincha. The local project office facilitated workshops for the technical and academic subassociations and meetings for the regional subassociations, which aimed to promote the formation of regional networks which could join efforts to address regional concerns. A total of ten regional workshops of one to two days each were held in FY91 and FY92 with the combined participation of 209 returnees. Thirty-one technical workshops were conducted from FY90 through FY93, each lasting from one to four days. Attendance at the technical workshops reached a combined total of 495 participants.

The APSP National Coordinating Council (NCC) consisted of 22 delegates from their respective groups (7 representatives from geographic regions, 14 representatives from short-term technical groups, and one representative from the long-term participants) plus an alternate for each delegate. The council met periodically to evaluate and share the experiences of the regional and technical groups in order to develop lines of communication and cooperation throughout the country. The National Coordinating Council met five times through September 1993 with the total participation of 100 participants. The NCC created the National Alumni Association as a non-profit organization with by-laws approved by the Ministerio de Bienestar Social. The NCC delegates made up the board of

directors and all APSP participants had the right to become members.

In 1993 the Alumni Association restructured its organization by provincial chapters which were expected to be more sustainable. Funding for follow-on activities ended in September 1993 with the end of the local implementation contract. Despite the lack of continued financial support, the Alumni Association expressed its intention to act as a non-profit organization independent of project funding. However, when the President of the Association left the country to participate in an internship, the Association ceased to function.

The local project office published five issues of a participant news bulletin called "Capacitando," with articles written primarily by the participants, and four "Cuadernos de Trabajo" focussing on specific topics (drug prevention education, natural resources and the environment in Ecuador, health and the community, and agriculture in the Ecuadorian economic context). These booklets were used in schools and development projects, providing a forum for dissemination of the new information acquired by the trainees. World Learning also produced two national participant directories including contact information on all current and returned participants.

The final evaluation of the project conducted by Aguirre International in November 1991 concluded that the APSP/Ecuador program was successful, that the trainees benefitted both professionally and personally and had applied the skills and knowledge acquired in training. The evaluation demonstrated that the program generally improved the participants' status in their jobs and communities and increased their leadership capacity. Since 61% of the total number of long-term participants were still in training at the time of the evaluation or had not been back the required six months, an additional evaluation of these trainees' programs was conducted in November 1994 at the same time as the mid-term evaluation of the Ecuador Development Scholarship Program (EDSP). This evaluation found that the APSP project supported the development of change agents, individuals who are contributing to the development goals of the country; that it contributed to the participants' individual and professional growth; that they have applied their new skills in the workplace; and that the trainees' leadership skills were significantly enhanced.

Process: Target groups were selected by a Steering Committee with representatives from USAID, the U.S. Embassy, the Peace Corps and the U.S. Consulate in Guayaquil, which evaluated proposals from the Mission's technical offices, the members of the Steering Committee

itself, and Ecuadorian institutions both public and private. All short-term programs were conducted for groups in Spanish, while the majority of long-term scholarships were individual. Recruitment for short-term programs was coordinated with Ecuadorian counterpart organizations, which participated in developing or refining the training objectives. Long-term candidates were recruited through newspaper announcements. The final selection was made by a USAID Selection Committee consisting of the Deputy Director and representatives from the General Development Office and the pertinent technical office.

Long-term candidates were interviewed individually and short-term candidates in groups. Group interviews enabled project staff to evaluate such factors as group dynamics and provided the opportunity for the contractor to obtain input from the candidates regarding the proposed training design.

Short-term participants were prepared for training with one predeparture orientation session for all FY88 groups and two predeparture orientation sessions for all groups from FY89 to FY91. The total average duration of short-term orientation programs was from six to eight days. Long-term participants worked individually with the local project office to define their academic goals and prepare the necessary documentation for application to U.S. universities. They received from one to nine months of semi-intensive English language training prior to departure and attended a predeparture orientation session lasting an average of three days.

One hundred and fifty seven participants received English language training under the Fulbright Commission contract and 256 through the Ecuadorian chapter of the Experiment in International Living under subcontract to World Learning. Short-term participants and those participants selected to attend training programs in Spanish received 12 and 150 hours of Survival English respectively. Long-term participants in programs taught in English received up to 9 months of ELT based on their needs.

The CLASP evaluator, Aguirre International, administered an exit evaluation instrument to all participants prior to their departure from the U.S. and provided the Mission with Individual Program Evaluation (IPE) reports for each APSP group. All participants were also debriefed by local contractor and Mission staff upon return from training.

III. POST-PROJECT CONSIDERATIONS

- A. Recommendations for Final Adjustments: No final adjustments in project design are required.
- B. Post-Project USAID Monitoring Responsibilities: None
- C. Data Collection and Evaluation: No further data collection and evaluation of the project is considered necessary.
- D. Summary of Lessons Learned and General Recommendations:

On the Implementation Contract:

1. Delays in recruiting participants can result in high start-up costs if the training contractor is fully staffed from the beginning. In order to avoid paying unnecessarily high administrative costs, the RFP for the training contractor should specify a gradual increase in the staffing pattern.
2. RFPs for future training contractors should require the bidders to submit a strategy for HBCU utilization and requirements for subcontracting with disadvantaged enterprises. Encouraging training providers to develop proposals incorporating an HBCU component was a successful strategy.
3. USAID and the training contractor should discuss and agree on evaluation methodology to avoid overlap in debriefing sessions and in the content of the written evaluation form.

On Project Design:

4. Many more people could have benefited from the project if training in the host country and third countries had been permitted. Also, some of the training would have been more effective if it had been conducted in the participants' own communities or work environments or in other Latin American countries. Future training programs should allow greater flexibility regarding the location of the training site.
5. Congressionally-mandated targets for selection of disadvantaged participants and women limited the identification of target groups. Some APSP short-term groups were groups USAID probably would not have chosen

to train if it had not been for the imposition of these criteria. While they were beneficial to the targeted population, the mandated criteria took precedence over developmental considerations such as the relationship of the training to USAID's programmatic objectives.

6. The likelihood of achieving impact may be increased by delimiting training areas by subject and targeting different groups within that subject area or sector (for example, mayors, municipal employees, community leaders, credit union leaders, etc.). However, if "repeat" programs for the same target population are contemplated, the Mission should confirm the availability of a sufficient pool of qualified candidates prior to inviting institutions to submit candidates. In our experience, the quality of the participants in the "repeat" groups was lower since the best qualified participants had already been chosen for the first groups. Also, the concept of the "critical mass" required to achieve impact should be defined. What percentage of the total workforce in a particular sector constitutes a "critical mass"?
7. Since APSP funding came from functional accounts, it was necessary to ensure that the funds were spent on fields of training and target groups corresponding to each account. It was time-consuming for the Mission and the contractor to monitor the distribution of long and short-term APSP scholarships according to the percentage of funding from each account. Either future training projects should be financed from a source that doesn't restrict the Mission's use of project funds or the RFP should specify the contractor's responsibility for monitoring the appropriate use of funds from sources restricted to use in specific sectors.

On Counterpart Institutions:

8. Whenever possible, institutional commitment should be secured from both the institution and the participant, and a "bond" requiring the participant to pay back the costs of the scholarship if he/she withdraws from the program prior to degree completion should be signed. While statements of institutional commitment may be largely unenforceable, they increase the likelihood that the participant will use the training to benefit the sponsoring organization. Also, if counterpart institutions are expected to support or track participants upon their return (institutionally-based

follow-on), their commitment to these activities should be formalized.

9. Institutional counterparts should be invited to participate in every aspect of program implementation, including debriefings and follow-on events (if any) as well as program design and recruitment.

On Training Design and Recruitment:

10. Experience has shown that the greater the homogeneity of participants' educational background and needs, the more successful the program. "Team" configurations combining different professional backgrounds and social strata can be problematic because of the participants' disparate expectations and the potential for conflict or segregation within the group.
11. Future projects with specific targets for selection of female and disadvantaged participants should base selection of target groups (field of training and identification of counterpart organizations) on a realistic analysis of the likelihood of meeting these criteria. Requiring counterparts to submit women candidates in a male-dominated field is an unsuccessful strategy. Likewise, the selection of target groups for U.S.-based training should take into account what areas of U.S. experience are likely to be most applicable to host country needs.
12. Institutionally focused recruitment was more effective than open recruitment through newspaper announcements, which created an administrative burden for the contractor though few of the self-nominated candidates were qualified.
13. Peace Corps Volunteers can serve as recruitment scouts for candidates in their fields of activity, assist rural participants with travel documentation requirements, and support participants upon their return. However, caution must be exercised so that recruitment involving PCVs is transparent and impartial.
14. An interview process should be used for assessing short-term as well as long-term candidates. Group interviews for short-term candidates permit observance of individual leadership traits, group dynamics, and the candidate's ability to listen, comprehend and synthesize concepts.

15. The training institution should be provided with as much background as possible about the context of participants' activities, and limitations which may affect their ability to benefit from or apply the training. If possible, funds should be included in the PIO/P to bring down the training coordinator from the selected training institution to meet with the participants and visit their communities and workplaces prior to finalizing the training design. This strategy would add little to program costs but could ensure that the curriculum is relevant and appropriate.
16. In order to promote networking and returnee support systems, recruitment for group training should be planned to permit selection of at least two people from each area, institution or province. Focusing recruitment on a specific geographic area can increase the homogeneity of the group, making it possible for the trainers to address specific regional circumstances or concerns (for example, coastal or highlands crops or different agricultural practices, such as whether men or women apply pesticides.)
17. When dealing with grass-roots groups, it is important to verify that the candidates possess basic identity documents before selection.
18. Cost savings can be achieved if training dates are planned to adhere to the Health and Accident Coverage (HAC) schedules.

On English Language Training:

19. Minimal English proficiency standards must be established for candidates for long-term programs in the U.S. Based on the assumption that few disadvantaged participants possess a very high level of English proficiency, English proficiency was not initially a requirement for APSP selection. However, experience showed that it was both risky and costly to select candidates with low starting proficiency levels. In a few cases it was necessary to relocate participants in Spanish-language programs in order to fulfill their academic objectives. For those students with greater language learning capabilities, the cost of their lengthy ELT programs was excessive compared to the cost of their academic training.
20. If in-country English language training (ELT) is provided to bring the participant's proficiency up to university

admission requirements, the participant must show adequate progress during an established trial period before being allowed to travel. The expected level of progress and duration of the trial period should be established as part of a Mission ELT policy and communicated to the participants at the time of their selection. Participants must also achieve a minimum score on the TOEFL examination (approximately 500) if they are expected to reach 550 in only a quarter of U.S.-based "topping off".

21. If possible, short-term Spanish language training programs conducted in the U.S. should include a survival English component as part of the U.S. training as well as during predeparture.

Miscellaneous:

22. Conducting predeparture orientation for groups of long-term trainees, rather than individual participants, is more efficient and gives the participants an opportunity to develop a support network prior to traveling to the U.S.
23. Contact information on returned trainees should be circulated to the technical offices and interested institutions. While some information sharing occurred under APSP, the process could have been more systematic.
24. It is preferable to finance a smaller number of degree programs than a larger number of non-degree scholarships. Participants will not receive the same level of recognition or advancement without degrees.
25. The alumni association was active as long as USAID provided the funding but ceased to function when USAID support came to an end. For future projects, it may be more cost-effective (and realistic in terms of hopes for sustainability) for the training contractor to provide continuing education workshops directly than to establish and support an Alumni Association. In part, the demise of the APSP Alumni Association may have been the result of the project's having targeted diverse groups with few professional interests in common, and disadvantaged groups with insufficient resources to pay for association activities or take time off from their jobs. Other follow-on strategies which don't depend on an alumni association include:

- * "Action plans" developed in training for implementation in the participants' workplaces or communities;
- * coordination with counterpart institutions to provide participants with opportunities to have a multiplier effect on colleagues and community members; and
- * encouraging participants to apply for assistance from USAID's small project fund or other donor sources.

SIGNED 
John A. Sanbrailo,
Mission Director

DATE: _____

Clearances: GDO: MHacker (in draft)	Date: 05.26.95
PPD: RCedeño (in draft)	Date: 05.08.95
PPD: BCypser <u>BC</u>	Date: <u>5/3/95</u>
RCO: AEisenberg <u>AE</u>	Date: <u>5/6/95</u>
O/CONT: TTotino <u>TT</u>	Date: <u>6.95</u>
A/DIR: LGarza <u>LG</u>	Date: <u>6/2/95</u>

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